

ELIGIBILITY

DEVELOPMENTAL DELAY (DD)

-
- or two standard deviations below the mean in one domain:
- In extraordinary cases when a standardized score cannot be determined, the child may be determined to have a disability based on functionality and the informed opinion of the group with documentation of the rationale for the inability to obtain a standardized score.

There are five (5) domain areas of development that are measured:

- I) **Communication** - Receptive and morphology, syntax, semantics, pragmatics, language, as well as articulation, voice, fluency, and oral-motor.
- II) **Social/Emotional** - The inability to build or maintain satisfactory interpersonal relationships with age peers and adults, including **severe** mood swings, types of behaviors or feelings that are inappropriate under daily normal situations/circumstances; severe in frequency and duration.
- III) **Adaptive Behavior** - Daily living skills, such as dressing, eating, toileting, etc.
- IV) **Cognitive** - How one thinks, including his/her ability to process, analyze, retain, problem solve and understand information.

A preschool child (ages 3-5) may be determined eligible as a child with a developmental delay requiring special education and related services if one or more of the two eligibility criteria below are met:

V) **Physical** - Fine and/or gross motor skills, sensory problems, and health conditions

The Developmental Delay Primary Disability category will also reflect the suspected or established disability as information to be used for the annual child count and state aid purposes. The following are the categories of disabilities: Autism, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairments, Other Health Impairments, Specific Learning Disability, Speech or Language Impairment, or Traumatic Brain Injury. However, children with Deaf-Blindness, Hearing Impairment including Deafness, or Visual Impairment including Blindness are not under the DD category, but listed separately.



Edmond Public Schools Special Services Center

53 East 12th Street

Edmond, OK 73034

405.340-2215

- Functioning one and a half standard deviations below the mean in two domains

EDMOND PUBLIC SCHOOLS

PRESCHOOL PROGRAMS FOR CHILDREN WITH DEVELOPMENTAL DELAYS

The Edmond Public School District's Preschool Programs for children ages 3 to 5, who have been identified as having Developmental Delays, offer early childhood curriculum with a variety of hands-on and pre-readiness learning experiences. Parents and professionals work together as a team to develop an Individualized Education Program (IEP) which is a written record of the decisions reached to meet each child's unique developmental needs, such as the educational placement, type of services, as well as the anticipated outcomes involving a method of evaluating the extent of the child's progress.



2020-2021 School Year

Birth through age 2 years, 11 months

Your child is **under the age of three** and you suspect developmental delays, please contact Sooner Start Early Intervention Program for Oklahoma County at **9477**. If your child is already being served by Sooner Start, then it is important that you contact the Sooner Start resource coordinator for further information regarding the transition process which begins at least six months prior to your child's third birthday. Advance notice allows for a Transition Planning Conference (TPC) to be held in order to discuss the plan for a smooth transition, which may include reviewing existing data and current Sooner Start services, as well as parent written consent to conduct additional testing by the school district to determine eligibility under IDEA, and if eligible, the development of an IEP (Individualized Education Program).

CHILD FIND

If you suspect your child may have a disability or is exhibiting delays in his/her development and are a resident of the Edmond Public Schools, please contact your neighborhood school site counselor or school psychologist.

PARENTAL INVOLVEMENT

Your input about your child is vital to school personnel. You are encouraged to take an active role in communicating with the school staff to reinforce home and school learning experiences for your child, and to develop his/her language skills. There are many things you can do at home to help with your child's development.

Play games that involve turn taking, read to your child, work large piece puzzles, sing songs, count objects up to ten or name the colors of objects, etc., as you go about your daily routines - all of which will help to reinforce activities conducted at school. Also, let your child's teacher know about your child's favorite color, activity, toy, food, etc. The more information educators know about your child, the better they can help meet your child's unique individual needs.

PARENTAL RIGHTS

IDEA provides certain parental rights of families who have a child with a disability. The following list is a brief overview of parental rights:

Parent Consent: As a parent or guardian you must provide written consent (signature) before the school has the legal ability to initially evaluate a child for a suspected disability, or initially place a child in a special education setting or initially provide any special education and related services.

Free Evaluation: The evaluation to determine if your child has a disability under the IDEA definition will be at no cost to the parent.

Prior Notice: Parents or guardians must be provided a written notice, in a reasonable time, before any evaluation or re-evaluation is conducted regarding the components of the assessment, or educational placement.

Communication: Parents or guardians must be notified before any action is taken or refused by the school district that involves re-evaluations, changes in your child's category of disability, educational placement--including related services, and/or the provision of a free appropriate public education.

Parent Participation: Parents or guardians must be invited to participate in the development of a

child's IEP. Meetings must be scheduled at times that are convenient and mutually agreed upon by all members of the team. An interpreter will be provided for a parent or guardian who is deaf or whose native language is different than English.

Access to Records: Parents or guardians will receive copies of the evaluation results, documentation of the eligibility decision, and the Individualized Education Program (IEP). Parents or guardians may have access to their specific child's educational records maintained by the school district. Parents have all rights under FERPA (Family Education Rights & Privacy Act).

Confidentiality of Information: The information maintained by the school district regarding your child's educational records will be kept confidential.

Mediation and/or Due Process: Both the parent/guardian and the school district have the right to seek mediation from an outside source through the State Department of Education. Mediation is a voluntary process and is provided at no cost to the parent and school district. Parent also has a right to file a formal complaint with OSDE, or request a due process hearing to settle any dispute among the parties.

Parent Right to Revoke Consent: Once your child is placed on an I.E.P. and is being provided special education and related services, parents have the right to revoke consent for **all** special education services. At any time, parents may place in writing a request to revoke consent to all services and your child will be removed from special education, and all services on IEP will cease. However, your child will lose all rights under IDEA including all services and considered a child who is non-disabled.

Full Copy of Parent Rights on OSDE web page:
<http://ok.gov/sde/sites/ok.gov/files/SpecEd-ParentsRights-English.pdf>